

School of Education
University of Puget Sound
Spring 2009

Tuesday, 4:00-7:00 p.m.
Howarth 212

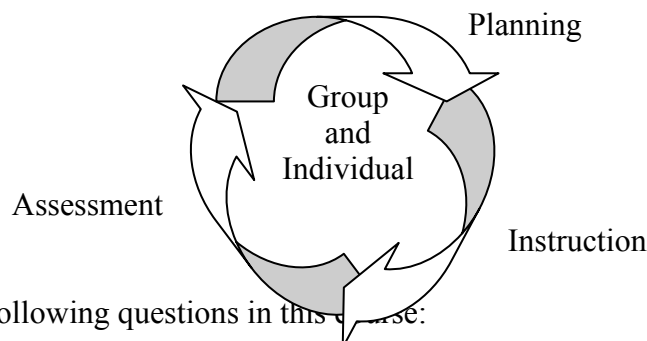
EDUC 623
Professional Issues Seminar
EDUC 615
Differentiating and Documenting Learning

Name	email	Phone
Barbara Holme	bholme@ups.edu	253-879-3387
Heather Jaasko-Fisher	hafisher@ups.edu	253-879-3106
Jennice King	jking@ups.edu	253-879-3808
Pat Krueger	krueger@ups.edu	253-879-3585
Amy Ryken	aryken@ups.edu	253-879-2810
John Woodward	woodward@ups.edu	253-879-3793

Teachers are in a continual process of learning and must embrace the idea that they don't (and can't) know everything about how to teach. Establishing a rich, multifaceted professional identity is difficult—it requires the acceptance of ambiguity, multiple subjectivities, shifting contexts, and uncomfortable tension among ideological perspectives. Janet Alsup

COURSE DESCRIPTION

In this course, we assist in the development of your core pedagogical beliefs in the context of practice. You will share student teaching experiences, problem-solve issues of teaching and management with peers, and reflect on practical and theoretical stances teachers assume in classrooms. Teaching involves negotiating dilemmas and managing tensions. Teachers are faced with the challenging task of maximizing success (as it is variously defined) for the greatest number of learners; learners who are often very different from each other and very different from the teacher. This course focuses on the continuous link between planning, instruction and various forms of ongoing assessment as pre-service teachers enact pedagogical content knowledge and instructional planning in a public school classroom. We will explore specific techniques for modifying instruction so that we can positively affect the learning of all students. By creating weekly opportunities where pre-service teachers reflect on their classroom practices unanticipated challenges and dilemmas are made visible and discussed from a variety of perspectives.



We will explore the following questions in this course:

- What instructional and management dilemmas am I facing?
- How does my instruction and ongoing classroom assessment affect my planning?
- How can I document student growth?
- How do I differentiate instruction to meet the full range of individual strengths and needs of the students in my class?

OBJECTIVES

By presenting instructional practices, curriculum materials, and student artifacts generated during instruction, pre-service teachers will analyze the dynamics and dilemmas of their classroom and develop the ability to converse about classroom life and teaching with colleagues.

By re-designing instructional practices and curriculum materials students will develop cultural competence, as well as the ability to differentiate classroom instruction for a variety of learners.

By gathering gather artifacts, reflections, and other documents students will strengthen habits of reflective practice and critically evaluate teaching and learning beliefs.

PROGRAM GOALS

While all courses in the MAT are designed to address the seven program goals, this course emphasizes the goals in bold below.

- 1) Have deep understanding of subject matter and pedagogies that teach for understanding
- 2) Have ability to manage the complexities of teaching**
- 3) Promote student learning of challenging content**
- 4) Have ability to reflect on one's own practice, to look for principles underlying what "works" or "does not work" and to persist in determining one's own appropriate practice**
- 5) Have commitment to serving everyone's children, particularly those who historically have not been well-served by traditional schooling**
- 6) Have ability to learn and work in collaborative fashion, and to create settings in which others can learn and work**
- 7) Have capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn

OUTLINE OF CONTENT AND SCHEDULE OF COURSE WORK

Date	Topic	Assignments Due
January 13	Seminar Groups Elementary/Secondary Groups	
January 20	Mentor Teacher Orientation Seminar Groups	
January 27	Workshop: Orchestrating a Classroom	
February 3	Seminar Groups Special Education Session	Plan for Student Teaching
February 10	Speaker: Career & Employment Services Elementary/Secondary Groups	
February 17	Workshop: Family Community Connections	Dispositions Assessment (Students)
February 24	Seminar Groups Elementary/Secondary Groups	
March 3	Speaker: Issues in Child Abuse	Written Analysis of Student Teaching
March 10	Seminar Groups Elementary/Secondary Groups	Teaching Videotape
March 17	Speakers: Principals Elementary/Secondary Groups	Dispositions Assessment (Teaching)
March 24	Seminar Groups Elementary/Secondary Groups	
March 31	No Class—Spring Break	
April 7	Seminar Groups Elementary/Secondary Groups	
April 14	Seminar Groups Elementary/Secondary Groups	
April 21	Speakers: MAT Graduates Elementary/Secondary Groups	Written Analysis of Student Teaching
April 28	Management Final	Interview Final
May 5	Summer Project Planning	Self Assessment Special Populations Analysis

Exemplar Lessons should be completed by April 7, 2009

STUDENT REQUIREMENTS AND EVALUATION

Documenting Teaching Practices—You will keep an organized notebook (or file box) of materials related to your classroom teaching (e.g., units, lessons, assessments, samples of student work). This public document allows others (e.g., principal, mentor, supervisor) to review what you have done and to see your upcoming plans. The notebook should be in your classroom and easily available to your university supervisor and mentor teacher. A detailed handout of requirements will be distributed in class.

- Plan for Student Teaching
- Exemplar Lessons
- Assessing Dispositions
- Analysis of Student Teaching
- Teaching Videotape

Interview Final—You will participate in an interview focused on classroom management and orchestrating meaningful learning experiences.

Seminar Participation, Attendance, and Punctuality—You will take multiple roles in class by engaging in activities such as: completing in-class writing assignments, presenting teaching dilemmas, sharing insights and artifacts from school-based experiences, and participating as a positive and productive community member. You will self assess your performance and the professors will assess your performance.

The criteria for attendance and participation are:

- One hundred percent attendance. If you are unable to attend due to illness or an emergency, call or send an email to your instructors before missing class. In addition, make arrangements with another student to get information about the session.
- Participation: i.e. listening mindfully, sharing experiences, in-class writing, asking appropriate questions, role play; consideration of community, being aware of and responding to various needs in your group; awareness of and appropriate response to the learning dynamics required in a large group forum.

Required Texts

Purchase Live Text available at the UPS bookstore.

WASHINGTON ADMINISTRATIVE CODE (W.A.C.) TOPICS

The Washington Administrative Code W.A.C. 181-78A-220(5) identifies four knowledge and skill areas for teacher certification (1. knowledge of subject matter and curriculum goals, 2. knowledge of teaching, 3. knowledge of learners and their development in social contexts, 4. understanding teaching as a profession). Many of the items we explore in this course are given complementary coverage in additional MAT courses. We often treat important topics in a spiral fashion, raising them more than once during your coursework to place them in a broader, more meaningful context. The following W.A.C. topics are incorporated in this course:

Knowledge of Subject Matter and Curriculum Goals

(a) Teacher candidates positively impact student learning that is:

- (i) **Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.
- (ii) **Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress toward meeting them.
- (iii) **Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

Knowledge of Teaching

(b) Teacher candidates positively impact student learning that is:

- (i) **Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.
- (ii) **Intentionally planned.** All students benefit from standards-based planning that is personalized.
- (iii) **Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.
- (iv) **Informed by technology.** All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

Knowledge of Learners and their Development in Social Contexts

(c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:

- (i) **Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.
- (ii) **Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.
- (iii) **Family/neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods.
- (iv) **Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

Understanding Teaching as a Profession

(d) Teacher candidates positively impact student learning that is:

- (i) **Informed by professional responsibilities and policies.** All students benefit from a collegial and professional school setting.
- (ii) **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers.
- (iii) **Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.